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ABSTRACT

Issues related to the implementation of the policy decision to make curriculum more global are discussed with examples from programs at the Ramapo College of New Jersey. Five principles for program development include a strategy incorporating both international and multicultural themes, and comprising research and training as well as undergraduate teaching. Six broad objectives are identified: professional development for faculty and staff; curriculum development; skill development; experiential learning; programmatic partnerships with schools, colleges, community organizations, and corporations; and recruitment and retention of students. Among 10 specific criteria for assessing program impact are the number of faculty and staff participating in professional development, enrollment in courses related to the goals and objectives, and the number and quality of international and minority students recruited and retained. Initiatives of Ramapo College of New Jersey in global education are summarized (e.g., Ramapo's initiatives in global education were greatly assisted by a special 3-year grant of \$3.4 million from the State of New Jersey's Governor's Challenge for Excellence Grant Program). Finally, public influences on program development are briefly addressed. (SM)

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Making the Curriculum More Global

by

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Introduction

Interest in the international, or global, aspects of education is not new. There have been strong advocates for global education for many years. What is new is the broadening of the term "global" to include multicultural as well as international education, and the convergence of interests as expressed by educators, business and political leaders, and students.

Others today have discussed the reasons for enriching the undergraduate curriculum with greater attention to the international and multicultural dimensions of various fields of study. I will discuss issues related to the implementation of the policy decision to make the curriculum more global. In doing so, I will review (1) principles for program development, (2) road blocks and strategies, (3) criteria for assessing the impact of programs, (4) reflections on the Ramapo experience, and (5) public influences on program development.

Invited presentation at the conference on "Internationalizing the Curriculum and the Campus: Embedding International Education in the Curriculum," as part of the inaugural day ceremonies in honor of Dr. Humphrey Tonkin, President, the University of Hartford, October 28, 1989. Adapted from "Positioning Global Education for the 1990s: Strategies for Higher Education," invited address at the American Forum for Global Education's annual meeting, "Education and International Competence," St. Louis, May 14, 1988, with significant additions, including the section entitled, "reflections on the Ramapo experience."

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Principles for Program Development

The principles to be used at any particular campus will depend upon the goals and objectives established. Will the areas of emphasis be general education, selected majors, area studies, foreign language proficiency and culture? Or will the goal be to make global education pervasive throughout the curriculum and extracurriculum? Is the goal based on an institutional desire to keep up with fundamental industrial, technological and social trends in the U.S., or on a need for competitive advantage, or distinctiveness, compared to other institutions?

At Ramapo College, we developed a strategy which gives emphasis to the international and multicultural dimensions of nearly all fields of study for reasons of institutional mission, identity and distinctiveness, and societal need.

International and multicultural education was chosen as the strategic direction for Ramapo not only because the new president believed strongly that every college graduate should be globally literate and the recipient of a broad liberal arts education, but also because Ramapo College has a distinct set of strengths and opportunities, including student backgrounds and neighboring international firms, which suggest that this should be the direction to take in strengthening institutional distinctiveness, attractiveness, enrollment, and stability.

In developing a strategy, it is necessary not only to assess assets and opportunities, but also to develop a set of principles for decision-making. At Ramapo we decided on the following principles to guide us in developing our identity as the "college of choice for a global education."

1. We decided that our strategy should include both international and multicultural themes. After all, the U.S. is part of the world,

and we have a great diversity of ethnic groups and nationalities in our midst. It is just as important for our students to understand the cultural diversity of American society as it is for them to appreciate diversity in the world. Many people seem to think that "international" refers to those "over there", while "multicultural" refers to our own town, city or neighborhood.

2. We also decided that our theme of international and multicultural education should be pervasive throughout the curriculum, in remedial and developmental courses, general education and area studies, and professional studies such as accounting. (After all, if accounting is the systematic assignment of value to assets, and if values and assets differ around the world, then our business students should study comparative accounting.) We decided on an integrative approach that would make it possible for all programs to be included and not limit our efforts to particular majors.
3. Our strategy includes the extracurriculum as well as the curriculum, courses in subject matter as well as in skill areas. Our efforts touch all areas of campus life, including housing, urban internships, field study, study abroad as well as student and faculty exchanges, visiting international and minority scholars, the use of computing and telecommunications, etc.
4. Our strategic mission embraces research and training as well as undergraduate teaching. There is an important role for our

faculty to play through its scholarly activities and its work with graduate students through our Faculty Fellows Program and the state's Minority Academic Careers programs.

5. Our initiatives are being developed through campus expertise as well as through partnerships with others, including universities, community colleges, schools, communities, cultural organizations, and corporations whose expertise lies in different areas. In this manner, the sum of what we do can be greater than the total of the individual parts.

It should be obvious that faculty renewal and development is essential to these objectives, and underlies these principles.

Roadblocks and Strategies

But aren't there roadblocks to such developments? Aren't there structural impediments to change? Doesn't faculty inertia inhibit change? Isn't money the lubricant of change, and isn't it in short supply--even for a noble cause such as international and multicultural education?

The answer to each question can be "yes," of course. But for reasons of institutional quality and competitiveness, as well as for reasons of educational philosophy--and for all the other reasons cited earlier--colleges and universities must incorporate the international and multicultural dimensions of various fields of study into the curriculum.

One of the advantages and attractions of this change is that it can be inclusive of all faculty; it is not the exclusive domain of just a few in a precious center of study. But even with these attractions, the change to increased international and multicultural programming requires a strategic plan and process. As with any plan, this strategy requires goals and objectives which attract the professional interests of faculty; an understanding of both mission and markets; a set of principles for the development of new courses and programs which can attract the philosophic commitment of faculty, and a planning process which attracts the involvement and political commitment of faculty. With expertise identified and commitments understood, funds can be sought with greater assurance. At Ramapo, we can attest to the possibilities.

We established six broad objectives for our efforts, including (1) professional development for faculty and staff, including funds for travel, books and materials, consultants, visiting scholars, and faculty and staff exchanges; (2) curriculum development, including released time for revising current courses and developing new courses, scholarship and creative endeavors; (3) skill development, including languages, computing, international telecommunications capability, teleconferencing, and televised programming, (4) experiential learning, including theme dorms, study abroad, international coop, student and faculty exchanges, urban internships and professional practice through international cooperative education, (5) programmatic partnerships with schools, colleges, community organizations and corporations, and (6) the recruitment and retention of students, with particular emphasis on international and minority students.

Criteria for Assessing the Impact of Programs

No matter how limited or pervasive the programming is to be, assessment should be designed into it from the beginning. We need to know the impact of the plan on faculty, the curriculum and extracurriculum, and students.

At the more general level, we need to assess (1) the continuing commitment of the Board of Trustees and the president to achieving the objectives, (2) the role of faculty as the major determinants of the substance and quality of the programs, (3) the recruitment and retention of faculty essential to the programs, (4) the centrality of international and multicultural education to skill, liberal, and professional studies, and (5) the curricular and extracurricular opportunities for students to develop attitudes, skills, and knowledge that prepare them for citizenship and careers.

At a more specific level, we need to assess actual progress toward specific goals and objectives. At Ramapo, this means an assessment of (1) the number of faculty and staff who participate in professional development, and (2) the consequences of that experience, (3) the number and distribution of courses revised or added, (4) enrollment in courses related to the goals and objectives, (5) the development and use of international telecommunications, (6) the number and quality of study abroad, international coop, student and faculty exchanges, visiting scholars, and urban internship programs, and (7) the number of students participating, (8) the number, quality, and results of partnerships with schools, business and community groups, (9) the number and distribution of minority and international faculty, and (10) the number and quality of international and minority students recruited and retained.

Reflections on the Ramapo Experience

Ramapo's initiatives in global education, both international and multicultural, were greatly assisted by a special three-year grant of \$3.4 million from the State of New Jersey's Governor's "Challenge for Excellence" Grant Program. We are now in the final year of the grant and, with

the assistance of The American Forum for Global Education, are reviewing progress in the attainment of goals. The original proposal was structured around a strategic vision that would be followed with or without extra state assistance and with a four-year financial plan that would show how the initiatives would be continued after the conclusion of the grant period. It was our assumption that the strategic vision was of sufficient merit to attract private funding as well as other sources of public support; indeed, we have received generous private and federal as well as other state grants to support the initiatives.

The Challenge Grant award was divided into two nearly equal parts, with one-half financing the renovation and equipping of a facility to become our International Telecommunications Center and one-half for various forms of faculty, staff, and curriculum development, programs for student recruitment and retention, and related outreach efforts. New faculty were added in foreign languages, and additional staff were added to the cooperative education program to support the new international coop initiative. At the conclusion of the three-year grant period, the state added \$750,000 as a permanent addition to the base budget to support high priority initiatives. Private grants are enabling us to add the equipment which was deleted from the recommended base budget addition.

There were many unexpected but beneficial consequences of the Challenge Grant support and initiatives related to it. Furthermore, we underestimated the positive results of the grant. The governor wanted his Challenge Grant program to result in greater distinctiveness and prestige for the State's colleges, and we benefited far more than we ever thought we would. The governor's goals were met. Some objectives which we thought were tremendously far-sighted and ambitious at the time we developed the proposal have proven to be only somewhat far-sighted and not quite as ambitious as we probably could have made them, but we know that only in hindsight. In the area of telecommunications, we are far ahead of all but the very largest

specialized research universities. In other areas, I wish we had been more ambitious, especially in adding staff for foreign language and humanities programs. We asked the state for as much as we thought we could, and I now think we probably should have asked for more.

As we near the completion of the Challenge Grant cycle, with the final evaluation underway this semester, it is time to reflect on those aspects of the three-year program which could have been done differently. I am glad that we stressed faculty leadership of the initiatives and am pleased that we have had more substantial faculty involvement in our Challenge Grant initiatives than any other institution. Ramapo is the only college to have brought faculty members to the Department of Higher Education-sponsored meeting with outside consultants who had reviewed the proposals and the only institution to have brought faculty members to Department of Higher Education and Board of Higher Education budget hearings. Nevertheless, I think we could have yielded even more financial benefit and faculty participation if we had introduced stricter administrative controls on spending at the beginning of the grant.

It also seems clear that we would have had greater progress in the area of multicultural initiatives if we had appointed a minority faculty member as one of the co-chairs of the project. While it might have been awkward to have three co-chairs, I believe now that the accomplishment of our aspirations for multicultural education would have been accelerated with such top leadership at the beginning.

Some have described aspects of our Challenge Grant initiatives as "sowing a thousand seeds" and awaiting the results. While we certainly have had a more goal-oriented approach than this suggests, there is some truth to the notion of allowing many flowers to bloom before deciding which to cull. As a result, many individual faculty members established linkages with institutions in other countries, even when it did not seem at all certain that those linkages would build on

campus strengths or add to all-college opportunities for faculty and students. The successor organization, the Center for Intercultural Education, has developed clearer guidelines and priorities for the continuation and establishment of linkages, and I am confident this will occur. Nevertheless, we supported some travel and summer study in countries where it was not clear that sustained programmatic initiatives would result. We took risks, and that was appropriate.

The initiatives for international and multicultural education were based on the principles of pervasive programming and institutionalized activities that would become part of the fabric of the institution. We were more interested in making all programs infused by global awareness rather than the creation of separate and precious programs. It was interesting, therefore, to realize the importance of some programs highly identified as international or multicultural and resulting from the Challenge Grant support. The two examples to be cited are the program in International Business and the International Coop program. Without these programs, it would be possible for an outsider to wonder about the impact of the grant. Visible symbols are important to reflect progress, even if they under-represent the degree of progress made.

Nevertheless, progress has been dramatic. We have two Fulbright Scholars this year, and strong prospects for a permanent Fulbright Chair in Italian Studies; more than 90 faculty who have revised or created new courses; nearly 20 students who have participated in international coop this year; experienced more than a 50% increase in international student enrollment; and more than a 30% increase in minority student enrollment; new institutional exchanges with foreign universities; new language offerings, including Italian, Japanese and Chinese; and over \$500,000 in additional grants for international and multicultural education. Not only has the institution been strengthened, but also our students' education has been enhanced to prepare them more fully to live and work in an increasingly interdependent world.

At this time of evaluation, it is also appropriate to wonder whether alternative formats would have been more successful and a more effective foundation for future development. The pervasive approach which we undertook is not for every institution. I believe that our initiatives support the notion that one can affect and improve the education of all students by selective initiatives in programs such as the freshman seminar, general education, and enhanced majors such as that in American Studies which views the history of America from the perspective of a visiting scholar from a foreign university; international business; comparative accounting; and the increased emphasis on the history and culture of other peoples throughout traditional majors where appropriate.

Public Influences on Program Development

Assessment is important not only because it makes sense to do, but also because an increasing number of states and accrediting bodies are initiating requirements for "outcomes" assessment. But this is not the only way in which states or regional bodies can have an influence or role in developing global education programs.

Several states and regional associations have issued reports with recommendations concerning the need for schools and colleges to pay more attention to global education both for its own sake in preparing well-informed citizens as well as in relationship to international business (import and export) interests. In addition to business, states and regions have interests in agriculture, marine science, and environmental issues which are international in nature. Some also have international border concerns.

Therefore, nearly all institutional initiatives for global education can be placed in a state, regional, or national context, and connections to policy initiatives and both public and private funding sources can be made.

Conclusion

All institutions should be considering how they will incorporate global education into the curriculum, whether for reasons of state, regional, or national competitiveness, institutional advantage, or local adjustment to students from new ethnic groups. The degree of program development will depend upon the goals and mission of the campus. Whether focussed or pervasive, the programs should be built on strengths and related to campus mission as well as to opportunities. As with any other strategic development, global education at colleges and universities must be based on goals, principles, and priorities. If we are successful, we will no longer have to speak of global education, because it will become the norm--as it should be.